

CLASSROOM OBSERVATION TOOL

Thank you for taking the Wisconsin Social and Emotional Classroom Observation Tool

DEMOGRAPHICS

This information will remain confidential for individual feedback.

Your (observer) name: _____

Teacher's first and last name you are observing: _____

Teacher's email address (these results will NOT be emailed to this address): _____

Current school year?

2019-2020

2020-2021

What is the current quarter?

Fall (September-November)

Winter (December-February)

Spring (March-May)

Summer (June-August)

Please identify the district and school:

District:

School:

What grade students are in the classroom you are observing? Select all that apply:

PreK

Kindergarten

1

2

3

4

- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

PRACTICES, BEHAVIORS, AND ENVIRONMENT

The following three question blocks address social and emotional learning in three domains: teacher practices, student behaviors, and the classroom environment. Which block would you like to address?
(select all that apply):

- Teacher practices
- Student behaviors
- Classroom environment

Non-identifying information will be shared anonymously with the school administration for professional development and planning purposes.

5-Scale Likert categories:

- 1) No, never
- 2) Yes, but not often
- 3) Yes, sometimes
- 4) Yes, usually
- 5) Yes, consistently

*Note that on the Likert scale, the option "No, never" should be interpreted as: You have never, to the best of your knowledge, shown the behavior.

SOCIAL AND EMOTIONAL TEACHING PRACTICES

This survey section focuses on professional social and emotional practices. Think about the teacher's actions, responses, behaviors, and rapport with students when responding to each question.

1. *Thinking about teacher language in the classroom...* Can you observe the teacher acknowledging specific positive student behaviors (both social skills and work habits), and providing affirmation to let students know their efforts lead to positive results?
2. *Thinking about the teacher's relationships with students...* Can you observe the teacher using strategies to build a trusting relationship with each student?
3. *Thinking about the teacher's relationships with students...* Can you observe the teacher conducting regular check-ins with students about academic and nonacademic concerns?
4. *Thinking about classroom community building...* Can you observe the teacher creating safe and inclusive opportunities for students to connect personally (e.g., team talk, circles, morning meetings, etc.) and also to work together toward a collective goal?
5. *Thinking about student agency and engagement...* Can you observe the teacher asking for students' input, providing them meaningful choices, and creating opportunities for students to be responsible in the classroom?
6. *Thinking about student-centered discipline...* Can you observe the teacher providing strategies and tools for students to problem-solve and self-regulate, as well as providing specific, discrete, and restorative feedback on student behavior?
7. *Thinking about student self-reflection...* Can you observe the teacher providing time and structures for students to engage in self-assessment and self-reflection practices, for both social and academic goals?
8. *Thinking about academic mindsets...* Can you observe the teacher communicating high expectations for students, framing mistakes and struggles as part of learning, and having students regularly contribute to the learning, including connecting their perspectives and experiences to instruction?

STUDENT SOCIAL AND EMOTIONAL BEHAVIORS

This survey section focuses on teacher and students' relationships when within the teacher's classroom. Think about both the teacher's and the students' actions, responses, and behaviors when responding to each question.

9. *Thinking about language in the classroom...* Can you observe students using positive language, including appropriate academic language, with their peers and the teacher?
10. *Thinking about the teacher's relationships with students...* Can you observe the teacher using strategies to build a trusting relationship with each student?
11. *Thinking about the teacher's relationships with students...* Can you observe students expressing academic and emotional support for their teacher and peers, including knowing about other students' interests and backgrounds?

12. *Thinking about classroom community building...* Can you observe students working together in meaningful ways, resolving cooperative learning conflicts, and holding each other accountable during group work?

13. *Thinking about student agency and engagement...* Can you observe the students enacting responsibility over some learning choices, as well as opportunities to share their perspectives and co-construct knowledge?

14. *Thinking about student-centered discipline...* Can you observe the students regulating their own behaviors and emotions, and using problem-solving tools to resolve conflicts?

15. *Thinking about student self-reflection...* Does the teacher provide time and structures for students to engage in self-assessment and self-reflection practices, for both social and academic goals?

16. *Thinking about academic mindsets...* Can you observe the students regularly contributing to the learning, including connecting their perspectives and experiences to instruction?

CLASSROOM SOCIAL AND EMOTIONAL ENVIRONMENT

This survey section focuses on the physical space within the classroom (e.g. wall art, furniture placement, etc.) as well as the classroom climate, including tone and interpersonal relationships.

17. *Thinking about the sense of community and safety...* Are SEL-focused schoolwide norms displayed in visible areas?

18. *Thinking about explicit SEL instruction...* Is there evidence of a SEL program (e.g., posters, circles, related student work, student-of-the-day stickers, posted SEL objectives, learning targets, CASEL's 3 Signature Practices, etc.)?

19. *Thinking about community building...* Do classroom-shared agreements reflect student input, and are these visible, emphasized, or referred to on a regular basis?

20. *Thinking about student agency and engagement...* Are student surveys and/or survey results displayed?

21. *Thinking about student-centered discipline...* Is there evidence of strategies/tools for students to problem-solve and self-manage (e.g., reflection posters, peace corner, reflection sheets, etc.)?

22. *Thinking about community building...* Is the physical space set up in a way that fosters community (e.g., whole-group meeting spot, desks arranged for collaboration, etc.)?